

Pupil premium strategy statement – St Cuthbert’s Catholic Academy

| 1. Summary information | | | | | |
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| School | St Cuthbert’s Catholic Academy | | | | |
| Academic Year | 2022/2023 | Total PP budget | £116,132.91 | Date of most recent PP Review | Sept 22 |
| Total number of pupils | 196 | Number of pupils eligible for PP | 88 | Date for next internal review of this strategy | March 23 |

| 2. Current attainment 2022 | | |
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| NO STATUTORY TESTING 2019/20 or 2020/21 | Pupils eligible for PP - 12 | Pupils not eligible for PP - 18 (national average) |
| % achieving in reading, writing and maths | % | % (65%) |
| % making progress in reading (86.7% Nat 74.5%) | 83% | 89% (74.5%) |
| % making progress in writing (80% Nat 69.5%) | 67% | 83% (69.5%) |
| % making progress in maths (86.7% Nat 71.4%) | 75% | 94% (71.4%) |

| 3. Barriers to future attainment | |
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| In-school barriers | |
| A. | Inadequate speech development – Families of pupils with pupil premium require more support and advice on basic speech development on entry than any other group. |
| B. | Reading progress stands at 1.61 for 2022 (pupil premium 1.37 progress) RWM combined with 73.3% of pupil premium pupils. In all cases either reading or writing was the limiting with 86.7% of all pupils achieving reading (PP pupils this dropped to 83%). |
| C. | Writing – was the limiting factor in accessing (KS2 results 2019 and again in 2022) RWM combined (National 65%), Progress 2022 in writing 0.52 for the full cohort, -0.44 for PP pupils |
| External barriers | |
| D. | Impact of pandemic on deprivation factors - COVID 19 has added additional stress factors to those families already living in poverty, lack of access to face to face education for part of the school year in 2020/21 and 2019/20. Cost of living crisis is now impacting further. |
| E. | Attendance - historically pupil premium data showed an improvement over the course of the last three years in this area. As lockdown hit in March 2020 the school attendance stood at 96.49% and the pupil premium group were just below that of their peers (96.0%). Attendance is now standing at 92.8% nationally for pupil premium children with school just above with 93.9%. The way COVID has impacted on attendance means that school must continue to focus their intense efforts to remove this barrier. The aim is for this group of pupils to maintain this high level of attendance and low levels of persistent absence in the remaining year ahead. The data can be analysed to remove COVID and our whole school data set would stand at 95.43% (94.3% with) |

| 4. Desired outcomes | | | | | |
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| | Desired outcomes and how they will be measured | | | Success criteria | |
| A. | Increased rate of progress of pupil premium pupils in reading and writing, within Key Stage Two through careful identification through DAFITAL and low stakes assessments | | | Majority of pupils make good progress across the school (DAFITAL and DATA Drop evidence) in reading and writing | |
| B. | Rapid progress for pupil premium pupils identified (by SENDCO/Class Teachers) as still having poor speech and language within Key Stage Two | | | Pupils receive appropriate support from the speech and language programme (SHINE and internal SSA led programme) with progress charted in DAFITALs and Data Drops as well as exit (discharge) figures from SALT | |
| C. | Improve attendance levels for pupil premium pupils above national average | | | 2021/22 to conclude with attendance for Pupil Premium pupils at 96% or better with persistent absence reducing from the previous year | |
| D. | Reduce any lateness and persistent absence figures for pupil premium pupils | | | 18% of pupil premium group (sixteen pupils) are persistently absent in July 2022, yet only 1% in 2020. The schools aims for a return to the previous three year trend . | |
| E. | Improve to and maintain EYFS Pupil Premium outcomes in line with National Average | | | Achieve EYFS PP GLD and maintain at national average (Nat:71.8% in 2018/19) being in line with National Average. | |
| F. | Improve the quality of opportunities for pupil premium pupils ensuring that their voice is heard | | | Quality pupil voice and school council responses relating to pupil premium pupils' journey through school. | |
| 5. Planned expenditure | | | | | |
| Academic year | | 2022/23 | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Maximise levels of attainment and rate of progress of pupil premium pupils in reading and writing within Key Stage Two | Class based SSA support in classes targeting pupils identified through assessments so pupils are fluent readers/writers by the end of Key Stage Two Use of literary canon/writing SOL to provide high quality language models, with teacher guidance Implementation of Read Write Inc scheme Fresh Start | Systematic implementation of the literary canon/writing SOL and modelling of planning in KS2 have been unable to be applied consistently in light of the pandemic Fresh Start is implemented within the school and sessions tailored to pupils' needs. Writing Revolution course attended by MCO, LJA, LHI with English champions being part of that journey Gaps identified as part of ongoing assessments. These are plugged and support given through 121/Catch Up Premium/Tutoring. | DAFITAL/Assessment Meetings in line with policy. Master classes offered termly as part of SSA CPD sessions EAL Support for those with language barriers | MCO/HKN/LMI/ DFS ASH/DFS | Termly by SS |
| Total budgeted cost | | | | | £29,505.00 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Rapid progress (from often well below ARE to in line by end of EYFS) for pupil premium pupils identified (by SENDCO/Class Teachers) as having poor speech and language | SHINE Speech Therapist supported by full time SALT SSA in school | <p>Caseload when assessed in 2022 Autumn term remained heavy on the number of pupil premium pupils. COVID has created additional barriers to the implementation of developments. EYFS GLOD data remains a stable picture for the context the school services. (61.5%).</p> <p>EYFS On Entry Baseline 2022 indicated level of S&L and physical attributes for pupil premium pupils that is well below that of their expected age.</p> <p>The current Year 1 and 2 classes both have 27% of the cohort speaking English as their second language (a proportion of whom are Pupil Premium).</p> | <p>Half Termly Review meetings between SENDCO and SHINE therapist implemented tracking pupils and exploring impact of intervention, identifying new pupils to be targeted.</p> <p>Plan, Do, Review Meetings exploring pupil progress following interventions and readdressing/focusing completed in light of that information.</p> <p>Half Termly Review with SS</p> | <p>DFS (SENDCO) with SHINE THERAPIST</p> <p>HKN/LMI</p> <p>SSM</p> | <p>Half Termly by DFS, and SS</p> <p>Half Termly by HKN, MCO, and SS</p> |
| Total budgeted cost | | | | | £24,427.91 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Maintain attendance levels for pupil premium pupils above national average | <p>Pastoral Team and PWO work on engaging with those that fail to attend school with an effective administration team supporting their analysis and engagement</p> <p>Support for pupil premium children with school educational trips and extended visits including before and after school clubs</p> | <p>Support for pupils in engaging with school and addressing attendance issues in line with school policy, with a particular focus upon those pupil premium pupils who did not attend school during the lock down COVID 19 pandemic.</p> <p>Evidence shows that pupil premium attendance on days of school trips and swimming is lower than that of their peers and of those pupil premium pupils that have family holidays these are often taken during term time. These pupil premium families often explain that they choose to take their child out of school during term time as they save money compared to holiday time.</p> | <p>Half Termly analysis of attendance data by our attendance officer and cross trust lead.</p> <p>Review of pupil premium attendance by cross trust lead alongside supervision sessions with Exec Head</p> <p>Direct discussions with parents who choose to take up their holidays at this time of year/not send their child to school (non COVID related).</p> | <p>DSA</p> <p>SSM/DSA/LTR</p> <p>AMU/SSM</p> <p>LTR</p> | Half Termly AMu, DSA SSM |

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| Reduce lateness and persistent absence figures for pupil premium pupils | Pastoral Team and PWO work on engaging with those that are persistently absent or late. | In 2022/23, 16 pupils were identified as being persistently absent last year. 20 pupils are non pupil premium pupils in the same position. | Half Termly analysis of attendance data by cross trust attendance officer. Reviews discussed with governors to support strategies to maintain sustained improvement. | SSM/LTR/DSA | Half Termly SSM, DSA |
| Improve the quality of opportunities for pupils to work on positive attitudes to exercise and wellbeing | PE Subject Lead will work on engaging with those pupils that have poor emotional and physical health as well as PSHEE curriculum being revised to support cross subject working. | Improve the quality of opportunities within our school grounds for pupils to work on positive attitudes to exercise and wellbeing in light of COVID Pupil premium families regularly have periods within the school year where they require additional support usually following a family crisis. COVID 19 has increased this situation. | Monthly meetings led by RST and site team. Coaching of welfare staff to support delivery with children Use of Pupil Voice | RST and SSM | Half Termly RST, SSM, /AMU £50,200.00 |
| Total budgeted cost | | | | | £104,132.91 |
| Contingency | | | | | £12,000 |
| Total Spend Including Contingency | | | | | £116,132.91 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2021/22 £119,705 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Maximise levels of attainment and rate of progress of pupil premium pupils in reading and writing within Key Stage Two | Class based SSA support in classes targeting pupils identified through assessments so pupils are fluent readers/writers by the end of Key Stage Two Use of literary canon/writing SOL to provide high quality language models, with teacher guidance Implementation of Read Write Inc scheme Fresh Start | <p>Pupils' fluency across the school needs improvement across the school</p> <p>Systematic implementation of the literary canon/writing SOL and modelling of planning in KS2 have been unable to be applied consistently in light of the pandemic</p> <p>Fresh Start is implemented within the school and sessions tailored to pupils' needs. Writing Revolution course attended by MCO, LJA, LHI with English champions being part of that journey</p> <p>Gaps identified as part of ongoing assessments. These are plugged and support given through 121/Catch Up Premium/Tutoring</p> | <p>Fluency is having an impact and so continue into 2022/23</p> <p>DAFITAL when they were in place were having an impact but they were unable to continue. Reinstate the process so that pupils and staff can continue with this effective support into 2022/23 with revisions</p> | £28,501.08 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Rapid progress (from often well below ARE to in line by end of EYFS) for pupil premium pupils identified (by SENDCO/Class Teachers) as having poor speech and language | SHINE Speech Therapist supported by full time SALT SSA in school | <p>Caseload when assessed in 2021/22 Autumn term remained heavy on the number of pupil premium. COVID has created additional barriers to the implementation of developments.</p> <p>EYFS On Entry Baseline 2021 indicated level of S&L for pupil premium pupils that is well below that of their expected age.</p> <p>The current Year 1 and 2 classes both have 27% of the cohort speaking English as their second language (a proportion of whom are Pupil Premium).</p> | <p>Work on speech and language is having an impact at a classroom level for those individual pupils and so continue into 2022/23. Concern for reliability and consistency with the firm to be addressed.</p> <p>Explore the need for plan do review strategies within SENDO review sessions for certain pupils so intervention at a higher level can be sourced.</p> | £29,500.00 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned | Cost |

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| | | | (and whether you will continue with this approach) | |
| Maintain attendance levels for pupil premium pupils above national average | <p>Pastoral Team and PWO work on engaging with those that fail to attend school with an effective administration team supporting their analysis and engagement</p> <p>Support for pupil premium children with school educational trips and extended visits including before and after school clubs</p> | <p>Support for pupils in engaging with school and addressing attendance issues in line with school policy, with a particular focus upon those pupil premium pupils who did not attend school during the lock down COVID 19 pandemic. Pupil premium data has begun to improve across the year groups however, it is still less than before teh pandemic.</p> <p>Evidence shows that pupil premium attendance on days of school trips and swimming is lower than that of their peers and of those pupil premium pupils that have family holidays these are often taken during term time. These pupil premium families often explain that they choose to take their child out of school during term time as they save money compared to holiday time.</p> | <p>Continuation of this approach as attendance is improving and mid year reviews show its impact. COVID has again impacted on school's ability to engage but when school has it has been impactful. Therefore we will continue into 2022/23</p> | Total £61,703.92 |
| Reduce lateness and persistent absence figures for pupil premium pupils | <p>Pastoral Team and PWO work on engaging with those that are persistently absent or late</p> | <p>Strong set of results at the end of 2018/19 could not be maintained during the pandemic, however two years of slow improvements were beginning to be seen. Pupils mainly at home, some pupils in school due to key worker/vulnerable status</p> <p>In*(2018/19 pre pandemic) attendance and punctuality of pupil premium groups in years EYFS (96.24%) and 5 (96.74%) were below their non-pupil premium peers. The Y5 cohort has now left our school, however the Year R pupils are now in Year 2. Both this class and the year below require a focus to ensure that their attendance improves. (Y2 - 10% and Year 2 12% of the pupil premium cohort are currently in the persistently absent group.</p> | <p>Reduction in persistent absence over the course of the year means this strategy is having an impact and so continue into 2022</p> | |
| Improve the quality of opportunities for pupils to work on positive attitudes to exercise and wellbeing | <p>PE Subject Lead will work on engaging with those pupils that have poor emotional and physical health</p> | <p>Improve the quality of opportunities within our school grounds for pupils to work on positive attitudes to exercise and wellbeing in light of COVID</p> <p>Pupil premium families regularly have periods within the school year where they require additional support usually following a family crisis. COVID 19 has increased this situation.</p> <p>Having secured funding to improve the grounds further, funding has been secured to create an improved MUGA. Use of this MUGA through engagement with PE lead is the next focus</p> | <p>Use of the grounds is having a positive impact with More work to be undertaken on clubs and ideas about improving provision currently offered following extensive pupil voice and staff voice surveys</p> | <p>TOTAL including £12,703.92 contingency</p> <p>£119,705</p> |